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AUTHOR	Heath, Harriet
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ABSTRACT

This manual is intended for teachers who envision the value of teaching parenting/caring to elementary school children but have minimal time and little opportunity for training. The manual is the first of three units of the curriculum, "Education for Parenting." Each unit follows a baby of a particular age visiting the classroom, and is written to be taught throughout one school year. "Education for Parenting" is part of the overall curricula "Learning How To Care," which teaches students how to care for themselves, other people, and life around them, such as pets or the environment. The "Education for Parenting" curriculum focuses on what parents do as they nurture their children's healthy development. Parents and their infants visit the classroom. Students observe parents nurturing their children, as well as implement caring by planning for the visit themselves. From these experiences, students become more aware of what is involved in caring and parenting and begin to acquire the relevant information and skills. This unit covers the visit of a parent with a newborn child and the relevant classroom preparation. Included are guides to implementing the curriculum, generic lesson plans, aids to teaching, and outlines. Special issues that may arise when teaching "Education for Parenting" include: the unwanted outcome; partnering; using cultural diversity to enrich the parent/infant visit; the visit as a means of supporting students for whom English is a second language; choosing and caring for a class pet; dealing with trash; staying drug free; and considering the lives of American Indians during frontier days. (JPB)

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Unit 1

Parents and Their Newborn Visit the Classroom

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Unit 1

Parents and Their Newborn Visit the Classroom

Harriet Heath, Ph.D.

ABOUT THIS MANUAL

Parents and Their Newborn Visit the Classroom is a manual for teachers who envision the worth of teaching parenting/caring but have minimal time and little opportunity for training. It is the first of three units of the curriculum *Education for Parenting* (E for P) each of which follows a different aged baby visiting the classroom and is written to be taught throughout one school year. This manual includes the three parts plus generic lesson plans discussed below.

The Caring Paradigm — Introduces how people go about nurturing another. Relates to curriculum.

Lesson Plans — Give basic directions for implementing the program including—
Questions for students—marked with a bullet (•).
Optional emphasized content—marked with a diamond (♦).
Directions for activities in emphasized content—in *italics*.

Aids to Teaching — Elaborate ideas and methods presented in the lesson plans. Include samples of materials used such as charts and letters.

Outlines — Are basic lesson plans for easy reference and planning.

Education for Parenting is part of the overall curricula *Learning How to Care* which teach students how to care for themselves, other people, and life around them such as pets or the environment.

Acknowledgments

This manual abridges and refines the curriculum *Learning About Parenting: Learning to Care* (LAP) by Harriet Heath, Sara Scattergood and Sandra Meyer (1983).

The impetus for abridging the original work came from Kathi Wineman, Curriculum Specialist, Department of Education, State of Alaska who acknowledged its value, supported its implementation and recognized the need to develop a simplified version.

All of us who have worked on this project are grateful to George C. Clemens for his financial support for completing this edition which the Alaskan educators initiated. We are sorry that he did not live to see the project's completion and are appreciative of his family's continuing interest and support.

The endeavor has benefited from the insights and recommendations of innumerable teachers who have used the original curriculum and/or this abridgement. Their comments have been invaluable in helping me produce a useful, condensed version of the LAP program. In particular, I wish to thank Marijane Miller, Nils Dihle, Lynn Grosmar, Nancy Hakari, and Sandy Knapp. Special gratitude goes to Dr. Dana Murphy, responsible for implementing the curriculum in Chicago and Lynette Dihle, her counterpart in Alaska, both of whom have freely shared their insights and experiences and contributed significantly to bring the project to completion. My thanks to Carol Hanson for editing and especially to Mary Helgesen Gabel who meticulously structured the curriculum into a user friendly format. Many thanks, also, to the children, parents, and their photographers whose pictures enliven these pages. —Harriet Heath

PHOTO BY MARY HELGESEN GABEL

Harriet Heath with her grandson, Gabriel Heath O'Brien.

Design by Mary Helgesen Gabel and Harriet Heath.

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INTRODUCTION

The *Learning How to Care* (LHTC) curriculum provides students with an opportunity to learn how to nurture another, that is, to be concerned about the welfare of someone or some thing. Students experience that in order to care a person must not only want to do so but must have the relevant information and skills.

Parenting is viewed as an intense form of caring. *Education for Parenting* (E for P), part of the LHTC curriculum, focuses on what parents do as they nurture their children's healthy development. Parents and their infants visit the classroom. Students observe parents nurturing their children, as well as implement caring by planning for the visit themselves. From these experiences students become more aware of what is involved in caring/parenting and begin to acquire the relevant information and skills.

Why Teach

Most students will someday be parents. All students, throughout their lives, will live and work with other people.

To be able to parent, to live and/or work cooperatively requires a willingness to be involved, necessary information and relevant skills.

E for P encourages students to be involved and begins to teach them the necessary information and relevant skills.

In our society—

- Children are being abused.
  - In **E for P** students learn that there are multiple ways of guiding a child and are therefore less apt to use force in the future.
- Adolescents are becoming parents at too young an age.
  - In **E for P** students learn that parenting takes time and thought, and are therefore less likely to elect to become parents before they are economically and psychologically ready to nurture.
- Violence is rampant.
  - In **E for P** students learn another way to relate to people.

Opportunities When Teaching

E for P creates many teachable moments because—

- Infants and young children grab students' interest.
- The structure of the parents/infant visits is open and flexible.
- Teachers can expand and develop themes that:
  - Encourage students to discuss issues, both past and current, that are relevant to their own lives.
  - Stretch students' cognitive skills, including situations that use their decision-making abilities.
  - Allow meaningful understanding to evolve.

E for P—

- Has content that can be integrated with other academic subjects.
- Requires little classroom time— ¾ to 1½ hours per month.

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Generic Lesson Plans In back pocket

Detailed Lesson Format for Visit with Pregnant Couple A
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Part I
THE CARING PARADIGM

Planning, implementing those plans, and reflecting about their effectiveness make up the process that underlies parents' activities as they care for their children. Planning involves recognizing the situation, knowing alternative ways of dealing with it and selecting the most effective alternatives to implement. Four guides direct the selection: the goals, the needs of those involved, their feelings and their individual characteristics.

This process, called The Caring Paradigm, provides the structure for the parent/infant visits, which are a major component of the *Education for Parenting* curriculum. The following vignette illustrates how parenting follows the paradigm.

Vignette: A Parent Caring for Her Child

Mrs. Henry checked the items in her diaper bag. She wanted to be sure she had everything she needed. This morning she was taking her new baby, Lucy, to the fourth grade class for a parent-infant visit.

PHOTO BY MARY HELGESEN GABEL

Mr. and Mrs. Henry had agreed last fall to take part in a program that was teaching parenting/caring at the local elementary school. During their monthly visits while she was pregnant, they had been surprised by the students' interest and questions. They had found themselves talking about many issues, including what it felt like to be pregnant, what they were doing to help the baby grow healthy and strong, and what the baby was like at each stage of development. Reflecting back on their time in the classroom, Mr. and Mrs. Henry had enjoyed the opportunity to share their experience of preparing for Lucy.

Now Mrs. Henry was looking forward to taking her baby to class. She knew the students would be interested and that she would enjoy talking about her baby and all the things Lucy was already able to do. She wanted to be sure to take some toys so she could show how Lucy could look at and hold a rattle.

But Mrs. Henry was also worried. It was winter and the students could carry germs that might cause Lucy to catch a cold. She and the teacher had discussed both issues—how to keep Lucy healthy and how to help the students realize what a capable being a human baby is.

Both had realized they had many options. They could let each student who wanted to hold the baby do so. Or Mrs. Henry could hold the baby while the students observed from their seats. Or the baby could be put on a low table or in her carrier. To demonstrate what Lucy could do,

they could let the students devise experiments, Mrs. Henry could show them, or the students could simply observe and see what would happen.

PHOTO BY MARY HELGESEN GABEL

Mrs. Henry felt comfortable with the decisions they had made. Because Lucy was so young, the students would not hold her. Mrs. Henry would keep Lucy on her lap. Students who had no signs of a cold, after carefully washing their hands, would be chosen to measure the circumference of Lucy's head and her length. Mrs. Henry would bring some toys including some with designs that Lucy liked. They would allow time during the session to let the students just observe what Lucy did.

Now Mrs. Henry had to check that she had everything she needed, diapers, extra clothing, toys. She did not need a bottle as she was nursing Lucy.

Mrs. Huron, the teacher, met Mrs. Henry and Lucy at the classroom door. Mrs. Henry could feel the intensity of the students' excitement as she took off Lucy's heavy wrap. Soon she was bombarded with questions. The students' interest about parents and infants had not lessened with the birth of Lucy. As they talked it seemed natural to have Lucy on her lap. The students sat in a "U" shape around them. A couple of students, who seemed healthy enough, did the measuring.

PHOTO BY MARY HELGESEN GABEL

After about half-an-hour Lucy became restless, indicating to Mrs. Henry she was getting tired. She called the students' attention to the change in Lucy's behavior and discussed what it meant as she got Lucy ready to leave. As they entered the door of their house, Lucy started crying heartily for her mid-morning feeding, which Mrs. Henry knew would be followed by a nap.

As she was nursing, Mrs. Henry thought about the visit. It had really gone very well, she felt. She had taken all the baby equipment and supplies that she'd needed, including enough diapers for Lucy's tendency to spit up. Lucy, sitting in her carrier or on her mother's lap, had seemed as protected from germs as she was when they went shopping. The students had been interested in the toys and how Lucy had looked at and could hold them. Mrs. Henry reminded herself that she must take toys again next time.

Identifying the Caring Paradigm

The following table illustrates how the process of the parent getting ready for a class visit demonstrates the caring paradigm and how the paradigm structures the class visit detailed in the following vignette.

Parenting as Caring	The Caring Paradigm	The Parent/Infant Visit
Mrs. Henry—	To care a person—	Students—
Wanted: Lucy to stay healthy. To take necessary equipment and supplies.	Is **involved.**	Are concerned about: Lucy's health. Comfort of Mrs. Henry and Lucy.
Thought about: Lucy's age. Students': Desire to hold Lucy. Interest in what Lucy could do	**Plans:** ***Describes*** situation using knowledge, observations and predictions.	Describe situation by: Predicting what infant can do and what parent will do. Discussing features of classroom.
Thought, with the teacher, of many ways to deal with Lucy and students.	***Brainstorms*** multiple possible ways of dealing with situation.	List: Different seating arrangements. Which students should get close to Lucy.
Used guides to make decisions:	***Decides*** most effective ways by following these guides:	Decide based on:
Wanted to keep Lucy healthy.	***Goals*** of people involved;	Everybody being able to see. Keeping Lucy healthy.
Recognized: Lucy's need to stay healthy. Students' curiosity about Lucy.	Their ***needs;***	Parent(s)' comfort. Students' need to see. Baby's safety and comfort.
Students' desire to touch and hold Lucy.	Their ***feelings;*** and	Feelings of infant and parent.
Lucy's age and what she could be expected to do with toys.	Their ***characteristics*** including developmental level and temperament pattern.	Baby not able to do much. Baby very dependent on parent.
Decides to take Lucy but limit with whom she will be in contact.		Decide only healthy students will get close to infant and students will sit in a semicircle.
Visits class and follows plans.	**Implements.**	Carry out plans during visit.
Thinks about visit: Adequacy of: Equipment, supplies and toys she took to demonstrate Lucy's capabilities to students. How she protected Lucy.	**Reflects.**	Think about visit: Accuracy of predictions about: What Lucy was able to do. What mother had to do for her. Effectiveness of their planning: Could everyone see. Was Lucy safe and happy.

Vignette: A Parent and Infant Visit the Classroom

The E for P classes give students experience in both implementing and observing the caring paradigm. As students plan for and conduct the monthly visits of a parent and infant, they follow the paradigm. During the visit, students can identify the paradigm in the parents' behavior as they nurture their children. The visits provide students with concrete examples of how being cared for affects development. The following excerpts from a typical parent/infant visit illustrate how the paradigm structures the visit as well as how students observe the parent's nurturing behavior.

Caring Paradigm	The Vignette
Is involved	"Is Mrs. Henry coming today with Lucy?" the students asked Mrs. Huron, their teacher, as they came into class.
	"Yes, she really is," laughed Mrs. Huron, happy for their interest. "Today is the day. Mrs. Henry called this morning and said Lucy was fine."
Describes	"When is she coming?" was the next question.
	"Around ten. What must we do to be ready for her?"
	"Well, how are we going to sit so we can all see?" asked Joan who sat in the back of the room.
	"Good question."
	"I'm surprised Mrs. Henry would bring Lucy when there are so many colds," volunteered Jim.
	"Another good point. How do you think we can plan to protect Lucy from catching a cold?"
Brainstorms	"I wonder if Mrs. Henry will be more comfortable now in a straight back chair or a rocking chair," mused Charlie, remembering how uncomfortable she had been in certain positions while pregnant.
	"Maybe she'll want to sit on a blanket on the floor near her baby in its carrier," speculated Susy.
	"Let's get all these good ideas on paper. It will be easier for us to decide how to plan this visit," said Mrs. Huron, taping a sheet of newsprint up on the board for all to see. "But first, we need to think more about Lucy.
Predicts	What do you think she will be able to do? What will she need from her mother?"
	"She won't be able to do much. Can't walk or talk."
	"Her mother will have to do everything for her, feed her, put her to bed. Everything."

PHOTO BY MARY HELGESEN GABEL

Once the students' ideas about what they thought Lucy would be able to do came less frequently, their teacher asked them, "What are other ways that we have not already listed that could be implemented during the visit?"

Brainstorms The students added more ideas to the list that was begun earlier.

"We could make a horseshoe pattern with our chairs. Then we could all see."

"We could use the platform in the gym. If Mrs. Henry sat on it, we could all see."

"Only Mrs. Henry should handle the baby."

Decides: Goal After the students felt they had listed all their ideas, they decided that the best way to keep Lucy from catching cold was for the students, especially those with sniffles, to keep at a distance. They decided if they formed a U-shape around Mrs. Henry and Lucy they could all see her but not spread their germs.

Need

Implements When Mrs. Henry arrived, the class had their chairs arranged in a U-shape with a rocking chair at the top of the "U."

Lucy was wide awake; she stared at her mother's face as Mrs. Henry took off her outdoor clothing.

"Do you think Lucy can see?" Mrs. Henry asked the students.

"Yes," was their prompt response.

"What makes you think so?"

"The way she keeps her eyes on you."

Mrs. Henry sat in the rocking chair putting Lucy on her lap. The students settled down to watch what mother and infant did.

Mrs. Henry held up a brightly colored rattle about seven inches from Lucy's eyes. Lucy stared at it. Mrs. Henry asked the class, "What is Lucy doing?"

They answered almost in unison, "She is looking at the rattle." Some said she was staring at it.

"Yes," laughed Mrs. Henry, "Infants do stare. The psychologists talk about babies 'fixating' on an object."

PHOTO BY MARY HELGESEN GABEL

Moving the rattle slowly, she softly said, "Do you see the rattle? It has bright colors doesn't it?" And then she continued in the same tone of voice only now speaking to the class, "Lucy is learning to follow objects. She likes to look at contrasting colors. Is she reaching for it?"

"No."

"She hasn't learned to use her hands yet. In fact does she give us any indication that she knows she has hands? What might she do that would make us think she knows she has hands? How do you show you know you have hands?"

After a few seconds the class began to answer the questions. "We reach for things." "Lucy isn't even moving her hands towards the rattle." "We do things with our hands."

PHOTO BY MARY HELGESEN GABEL

The two students who had been chosen to measure Lucy and to give her a ball and book, then did so. Lucy didn't seem to mind being measured. The ball did not hold her attention as the rattle had, nor did the brightly colored pictures in the book.

"How many of you thought to look at a book with a newborn baby?" asked Mrs. Huron. The students just smiled.

Twenty or thirty minutes after arriving, Lucy's movements changed. Her arm and leg movements became shorter and jerkier. She started arching her back and sucking her lips.

Mrs. Henry asked the students, "What's changed with Lucy?"

"Her face is getting pinched up."

"She's jerking."

"She's telling me," Mrs. Henry picked up the discussion, "that she's getting hungry and tired." Turning to her daughter, she asked, "You're getting tired aren't you?" Then looking up to the students, she continued, "I'll have time to answer only a couple more questions." As they talked, Mrs. Henry packed her bag and put on Lucy's outdoor wrap. "She'll nurse as soon as we get home and then she'll take her nap."

Mother predicting

Picking up Lucy, Mrs. Henry smiled, "It is good to see you all again. We'll be looking forward to next month," she said, heading for the door.

After Mrs. Henry left, the class filled out the developmental chart, referring to the notes they had made from their observations and from Mrs. Henry's answers to their questions.

Reflects

Their teacher asked them about their plan for the visit. Could Lucy do what they had predicted? How well did they feel their plan for the visit had worked? Could everyone see? Did they feel Mrs. Henry was comfortable? Was Lucy safe? Did she seem O.K.? Why did Mrs. Henry hold Lucy so that she looked at her mother rather than at the students?

Summary of the Caring Paradigm

CARING = PLANNING + DOING + REFLECTING

- To be able to effectively plan requires awareness of the situation, knowledge of one's choices and the ability to wisely select alternatives.
- To be able to wisely select alternatives when caring for people depends on having guides including goals, knowledge of the characteristics of the people involved, their needs and feelings.
- To competently implement plans demands having skills.

The caring paradigm provides a structure that facilitates parents' nurturance of their children.

THE CARING PARADIGM IN THE PARENT/INFANT VISIT

PLAN (before visit)
Predict
Brainstorm
Decide
Prepare

IMPLEMENT (during visit)
Carry Out Plans
Observe
Ask Questions
Experiment

REFLECT (after visit)
Adequacy of Plans
Record
Do Extended Activities

Caring can be implemented in a wide variety of situations—
Assuming responsibility for a child for a couple of hours.
Being a parent, i.e. being totally responsible for approximately twenty years.
Being a student tutoring another student
Caring for an elderly person for a short time—or a long time.
Cleaning a polluted stream or recycling trash.

Caring in diverse situations involves—
Varying degrees of emotional involvement.
(The casual regard and concern felt toward a child cared for, for an afternoon, to the intense love/care relationship between parent and child.)
Different guides for different issues.
(The guides for cleaning a polluted stream will differ from guides for recycling trash.)
Varying amounts of information and skills.

The commonality of all situations is that the caregiver must want to be involved and must have the information and skills needed to implement the caring.

Part II
TEACHING EDUCATION FOR PARENTING (E for P)
A. Guides to Implementing the Curriculum

Overview of Lesson Format

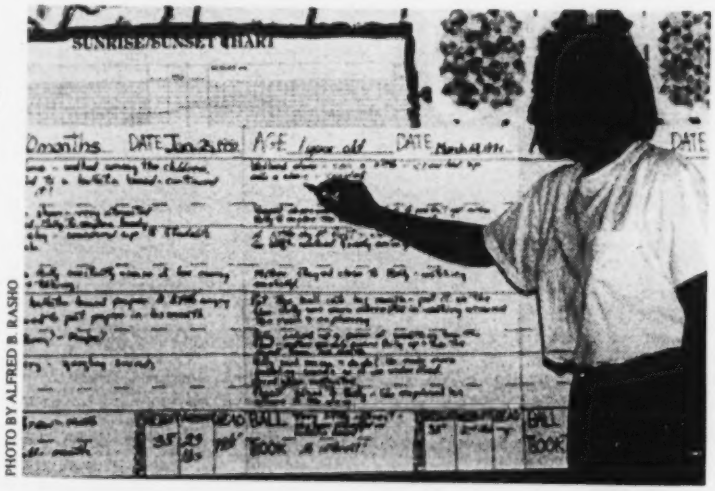
- E for P is taught by having parents visit the classroom monthly, first coming when pregnant and then with their newborn.

- This section of the curriculum provides teachers with simple, direct guides for conducting these monthly visits. Each lesson plan is contained on one sheet of paper—
  On one side is the outline of how the visit is structured around the caring paradigm.
  On the other side are suggestions including:
  Questions for students—marked with a bullet (•).
  The questions will stimulate discussion of issues related to caring/parenting.
  Ways to develop the emphasized content—indicated with a diamond (♦).
  The emphasized content is optional and will broaden students' understanding of the developmental process and of the role of parents.
  Activities to extend the emphasized content—in *italics.*

The program increases in its effectiveness as teachers—
Draw from what the infant does and from the interaction between parent and infant.
Integrate the emphasized content throughout the year as relevant events happen during the visits.
Interweave the ideas into other subject areas.

Observing/Charting

Observations of parents and their infant are the major way of gathering information about human development (see pp. 31 and 39–41). They include gathering:
Specific information by measuring pregnant mother or baby.
Experimental data by noting how infant responds when shown a book and ball.
Descriptions of what the parent and child do.



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Observations are made throughout each visit.

Students record their observations in journals and/or on charts by writing or drawing pictures.

Recording observations on developmental charts, where behaviors can be categorized, facilitates the identification of developmental patterns, as the year progresses (see pp. 39–41).

Before the visit, plans should be made about how observations will be recorded:
At a specific time as well as throughout the visit.
On individual and/or class charts.

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Finding and Preparing the Parent(s)

Solicit parents by word-of-mouth, flyers and/or letters (see pp. 35–36).

Identify a pregnant couple (or a mother) who—

Is five to eight months pregnant at start of program.
Has an approach to pregnancy and parenting that you feel comfortable with.
Is willing to come in once each month of the school year.

Prepare parents by—

Explaining program.
Providing video for them to watch.
Letting them know that they will be asked questions by the students, but are always free not to answer a given question.
Emphasizing that they are always in charge and should:
Not come if infant is not well.
Not allow any activity with infant that makes them feel uncomfortable.

Set date and time of visit.

Share information—

Phone numbers.
Convenient times to be called.
Emergency number (if parent(s) must cancel at last moment).

Contact parent(s) between visits to—

Learn their reactions to last visit.
Alert parents to issues that may arise during next visit.

Suggested Chart for Recording Contacts with Parents

Parents' names _____ Phone # _____

Address _____ Good times to call _____

City, State, Zip _____ Emergency # _____

	1st Month	2nd Month	3rd Month	4th Month	5th Month
Date set for visit					
Time					
Parent agrees					
Reviewed and planned visit with parent as needed					

Needed

Pregnant couple or mother
Research kit (measuring tape, ball and book)
Developmental chart (see p. 39)
Markers and masking tape
Notebooks for students' journals

Ongoing Concepts

Changes in expectant mother's body
Development of fetus
Recognition of what parents feel and do

THE FIRST VISIT WITH THE PREGNANT COUPLE

Content Emphasis—Getting to Know the Pregnant Couple

Objectives

- Plan and implement couple visit using the caring paradigm.
- Identify changes that have occurred in expectant mother's body.
- Learn what fetus can sense and do.
- Become aware of couple's feelings about being pregnant.

1. Plan (before visit)

Predict

Brainstorm

Decide

Introduce emphasized content

Students and teacher prepare questions to ask parents

2. Implement (during visit)

Ask questions

Take and record measurements

3. Reflect (after visit)

Record

Reflect (assess effectiveness of planning)

Activities to extend content (optional)

GETTING TO KNOW THE PREGNANT COUPLE

Objectives

- Identify changes that have occurred in expectant mother's body.
- Learn what fetus can sense and do.
- Become aware of couple's feelings about being pregnant.

Relevant Background Information

- Parents have a wide range of feelings about being pregnant.
- Because of the weight of the infant in front of her, a pregnant woman's balance and sense of where her body is changes.
- Infants in utero can hear, see, feel and taste, though incoming stimuli may be muffled.
- Some sounds may be familiar to the infant at birth.
- Unborn infant feels motion.

Introduce Emphasized Content

Ask students about—

- What the word "pregnancy" means.
- Whether or not they have ever known anyone who was or is pregnant.
- How that woman changed.
- From observing that pregnancy, what they learned about the parent's role in the life of the unborn child.
- What questions they could ask the visiting couple to learn more about what it feels like to be pregnant.

Questions to Integrate Content into Visit

Ask expectant parent(s) about—

- How they felt when they learned of the pregnancy.
- How her body feels now that the baby is so big.
- How life has changed now that they are expecting a baby.
- What the baby can sense and do.

Discuss—

- How it may feel to be a baby in the uterus or womb.

Activities to Extend Content (optional)

To experience how a woman may move when pregnant—

- Have students fasten a filled bookbag in front of their lower abdomen.
- Have them go through doors, pass each other, sit down, lie down.
- Have them wear bag for a class period.

Have them tell and/or write in their journals—

- How it feels (awkward, lose one's balance).

To experience how a baby may feel in the uterus—

- Have students curl up in a packing box or under their desks wrapped tightly in a blanket.

Have them tell and/or write in their journals—

- How it felt (cramped, warm, cozy).
- What they could see and hear.
- How they think it would feel to be carried around wrapped in a blanket.

Needed

Pregnant couple or mother
Research kit (measuring tape, ball and book)
Developmental chart (see p. 39)
Markers and masking tape
Notebooks for students' journals

Ongoing Concepts

Changes in expectant mother's body
Development of fetus
Recognition of what parents feel and do

THE SECOND VISIT WITH THE PREGNANT COUPLE

Content Emphasis—Facilitating the Unborn Infant's Healthy Development

Objectives

- Plan and implement parent visit using the caring paradigm.
- Follow changes that are occurring in expectant mother's body.
- Follow development of what fetus can sense and do.
- Learn how the unborn infant ingests the same foods and drugs the mother does.
- Become aware of ways parents can protect the health of their unborn infant.

1. Plan (before visit)

Predict

Brainstorm

Decide

Introduce emphasized content

Students and teacher prepare questions to ask parent

2. Implement (during visit)

Ask questions

Take and record measurements

3. Reflect (after visit)

Record

Reflect (assess effectiveness of planning)

Activities to extend content (optional)

FACILITATING THE UNBORN INFANT'S HEALTHY DEVELOPMENT

Objectives

- Learn how the unborn infant ingests the same foods and drugs the mother does.
- Become aware of ways parents can protect the health of their unborn infant.

Relevant Background Information

- Gestation period is nine months.
- Fetus gets food and oxygen through placenta.
  Where the placenta is fastened to the uterine wall, baby's blood takes nutritional elements and oxygen from mother's blood and gives off waste.
- All elements in the mother's blood can pass through to the infant.

Introduce Emphasized Content

Discuss with students—

- What everybody has to do to stay alive.
  (Eat, sleep, breathe, keep warm, urinate, defecate, pump blood around body.)
- How a baby in utero does all these things.
  (Keeps warm, eats, breathes, urinates, defecates via its mother though sleep patterns are somewhat more independent.)
- What the placenta is.

Questions To Integrate Content into Visit

Ask parent—

- How eating and sleeping patterns may have changed.
- Why may this have happened.
  (Eating for developing baby too. Concern for health of baby. Baby pressing on stomach may make large meals uncomfortable for mother so she may be eating smaller quantities more often. Caring for developing child, body needs more rest.)

Activities to Extend Content (optional)

Discuss—

- How an astronaut's or deep sea diver's lifeline is like a placenta.
- What the effects might be on the unborn infant if the mother:
  Drinks alcoholic beverages.
  Smokes.
  Eats a wholesome diet with lots of fruit and vegetables.

Have students write in their journals—

- A menu of foods they like and its nutritional effect on a pregnant woman.
- A good nourishing meal they ate when they were very hungry and how they felt afterwards.
- A time when they ate too much candy or food that did not agree with them.

Needed

Pregnant couple or mother
Research kit (measuring tape, ball and book)
Developmental chart (see p. 39)
Markers and masking tape
Notebooks for students' journals

Ongoing Concepts

Changes in expectant mother's body
Development of fetus
Recognition of what parents feel and do

THE THIRD VISIT WITH THE PREGNANT COUPLE

Content Emphasis—Preparing for the Infant's Arrival

Objectives

- Plan and implement parent visit using the caring paradigm.
- Follow changes that are occurring in expectant mother's body.
- Follow development of what fetus can sense and do.
- Identify what parents need to have ready for the arrival of the baby.
- Learn what choices parents have in preparing and caring for the baby.
- Consider on what basis parents make those choices.

1. Plan (before visit)

Predict

Brainstorm

Decide

Introduce emphasized content

Students and teacher prepare questions to ask parent

2. Implement (during visit)

Ask questions

Take and record measurements

3. Reflect (after visit)

Record

Reflect (assess effectiveness of planning)

Activities to extend content (optional)

PREPARING FOR THE INFANT'S ARRIVAL

Objectives

- Identify what parents need to have ready for the arrival of the baby.
- Learn what choices parents have in preparing and caring for the baby.
- Consider on what basis parents make those choices.

Relevant Background Information

- To care for infants, parents need to obtain items such as diapers that households usually do not have until they have a baby.
- In our culture, all kinds of equipment and clothing are available for newborns. Most parents make choices about what they need and can afford.
- In our society, parents also have choices as to—
  How they will have the baby
  (at a birthing center, hospital or at home;
  attended by a doctor or midwife;
  a prepared delivery, etc.).
  How the baby will be fed (breast or bottle).
  What kind of diapers will be used (disposable, cloth or combination).

Introduce Emphasized Content

Ask students—

- What some of the items are that you use routinely.
  (Clothing, toothbrush, food, place to sleep, etc.)
- What babies need.
  (Diapers, milk, place to sleep, etc.)

Discuss—

- Who will supply these.
  (Consider choices parents have about equipment, method of feeding and diapering.)

Questions to Integrate Content into Visit

Ask expectant parents—

- How they are getting ready for baby.
- What plans have been made for child's birth.
- What kind of birthing experience they hope to have.
- Plans for feeding baby.
- What kind of diapers they plan to use.

Activities to Extend Content (optional)

Have students go through a catalog or newspaper—

- List what they would buy in preparation for caring for the baby at home and the cost of each item.
- Have students compare costs of disposable diapers and cloth.
  (Consider original cost, cost of laundering and environmental impact of each.)

Have students write in their journals about—

- Their parents' birthing experiences.
- How parents fed their newborns.
- How the parents made these decisions.

22

Needed
Parents/Newborn
Research kit (measuring tape, book and ball)
Developmental charts (see p. 40)
Markers and masking tape
Notebooks for students' journals

Ongoing Concepts
Development
Parent's Role

THE FIRST VISIT WITH THE PARENTS AND THEIR NEWBORN

Content Emphasis—Becoming Acquainted with the Newborn

Objectives

- Plan and implement visit using the caring paradigm.
- Observe how newborn uses her senses and what she does.
- Observe what parents do for their newborn.

1. Plan (before visit)

Predict

Brainstorm

Decide

Introduce emphasized content

Students and teacher prepare questions to ask parents

2. Implement (during visit)

Observe newborn and parents

Record detailed observations (not inferences or judgments)

Ask questions (including, as opportunities arise, about emphasized content)

Offer ball and book

Take and record measurements

3. Reflect (after visit)

Record

Reflect (assess effectiveness of planning)

Activities to extend content (optional)

BECOMING ACQUAINTED WITH THE NEWBORN

Objectives

- Observe how newborn uses her senses and what she does.
- Observe what parents do for their newborn.

Background Information

- Development can be described by observing—
  - What a person can do physically.
  - How a person relates to objects.
  - How a person interacts with people.
  - A person's speech.
  - How a person expresses emotions.
  - Indications that a person is thinking.
- Newborns exhibit behavior in all these areas, though signs of the development of thinking are difficult to identify.
- Newborns start interacting with their parents at birth.
- Parents, through their behavior, support their newborn's development.

Introduce Emphasized Content

Discuss with students—

- What senses are.
  (Sight, hearing, touch, taste, smell.)
- Whether or not a newborn has senses, and if so, whether or not they are functioning in the newborn.
  (All of the senses are functional at birth though some such as sight become more acute during the first few months.)

Questions and Events to Integrate Content into Visit

Observe and record what infant does—

(Infant may cry, suck, coo, look [stare], hear, cuddle, mold [fit into curves of parent's body], rid body of waste materials.)

(Parent may respond to signal from infant and/or initiate activity herself.)

Have students ask parents—

- What day is like.
- How they are feeling about their infant and about being parents.

Ask students—

- Whether or not the baby has senses and is using them.
- What infant may be learning from how parent responds.
  (For example, if infant cries and parent responds, infant may be learning needs will be met and she can cope by crying. If parent does not respond to infant's cry, infant may learn she is not an effective communicator and/or not trust needs will be met.)
- What long term consequences may be for infant of the way the parent responds.

Activities to Extend Content (optional)

Have students in their journals—

- List some of the things an infant cannot do.
- Write about a skill that they can do better this year than last.
- Draw a picture of the visiting infant.

Needed
Parents/Newborn
Research kit (measuring tape, book and ball)
Developmental charts (see p. 40)
Markers and masking tape
Notebooks for students' journals

Ongoing Concepts
Development
Parent's Role

THE SECOND VISIT WITH THE PARENTS AND THEIR NEWBORN

Content Emphasis—The Newborn Relating to Her/His Parents

Objectives

- Plan and implement visit using the caring paradigm.
- Observe how newborn uses his senses and what he does.
- Observe what parents do for their newborn.
- Note developing relationship between parents and newborn.
- Realize parents have many feelings about their infants, about assuming responsibility and about caring for them.

1. Plan (before visit)

Predict

Brainstorm

Decide

Introduce emphasized content

Students and teacher prepare questions

2. Implement (during visit)

Observe newborn and parents

Record detailed observations (not inferences or judgments)

Ask questions (including, as opportunities arise, about emphasized content)

Offer ball and book

Take and record measurements

3. Reflect (after visit)

Record

Reflect (assess effectiveness of planning)

Activities to extend content (optional)

THE NEWBORN RELATING TO HER/HIS PARENTS

Objectives

- Note developing relationship between parents and newborn.
- Realize parents have many feelings about their infants, about assuming responsibility and about caring for them.

Background Information

- The newborn is dependent upon parents for survival.
- Through their relationship, the parents introduce the infant to the social world.
- Even before birth, parents and their infants begin establishing this social relationship.
- By the second visit this relationship will, most likely, be quite observable as the parents and infant interact.
- Through this relationship, the newborn's physiological needs and those for protection are met.
- By means of this relationship the newborn also learns the joys of being with others and of life.
- Parental feelings vary tremendously. Some find deep satisfaction in their child; others do not; and still others fall in-between these two extremes.

Introduce Emphasized Content

Ask students—

- What they like to do with their parents.
- How they relate to their parents.
- How they think newborns relate to their parents.
- What the difference may be between how newborns and the students relate to people.

Questions and Events that Can Integrate Content into Visit

While making usual observations look for—

If parents and infant make eye contact.
If infant molds into parents' arms.
How they talk to each other.
If the infant looks for parent when parent speaks.
If the infant smiles at parents.

Discuss with parents—

- Any of these observations
- How this behavior of their infant makes them feel.

Ask parents if there are—

- Games they play with the infant.
- Songs the newborn likes.
- Other special things the two enjoy.

Have parents demonstrate any of the above.

Activities to Extend Content (optional)

Have students in their journals—

- List some things an infant cannot do.
- Describe some activities they can do this year that they could not do last year.

Show video, In the Beginning (p. 54).

Needed
Parents/Newborn
Research kit (measuring tape, book and ball)
Developmental charts (see p. 40)
Markers and masking tape
Notebooks for students' journals

Ongoing Concepts
Development
Parent's Role

THE THIRD VISIT WITH THE PARENTS AND THEIR NEWBORN

Content Emphasis—Communicating

Objectives

- Plan and implement the parents/newborn visit using the caring paradigm.
- Observe how newborn uses her senses and what she does.
- Observe what parents do for their newborn, including how they facilitate communication.
- Observe parents and their newborn communicating.

1. Plan (before visit)

Predict

Brainstorm

Decide

Introduce emphasized content

Students and teacher prepare questions to ask parents

2. Implement (during visit)

Observe newborn and parents

Record detailed observations (not inferences or judgments)

Ask questions (including, as opportunities arise, about emphasized content)

Offer ball and book

Take and record measurements

3. Reflect (after visit)

Record

Reflect (assess effectiveness of planning)

Activities to extend content (optional)

COMMUNICATING

Objectives

- Observe parents and their newborn communicating.
- Observe how they facilitate communication.

Background Information

- Students often think communication is only with words.
- Infants start communicating at birth as they interact with their parents.
- Communication is occurring when—
  - Parent responds to infant's smile.
  - Baby responds when parent is playful.
  - Baby cries.
  - Baby kicks feet and waves arms.
  - Baby turns head toward noise.

Introduce Emphasized Content

Ask students—

- How they communicate.
- Whether or not newborns can communicate the same way.
- To give examples from previous visits of the newborn communicating.

Questions and Events that Can Integrate Content into Visit

While making usual observations look for—

- Infant smiling at parent.
- Infant responding to parent's action.
- Parent doing something for or with infant in response to infant's signal.
- Parent doing something for or with infant when infant made no noticeable signal.

Discuss—

- How people let one another know what they are thinking, needing and/or feeling.
  (Include more ways than just verbal communication.
  Link to how infants communicate.)
- Why a baby cries.
- What a baby may be learning as a result of having cry answered and unanswered.
- Are parents spoiling their baby by responding to the infant's cry?

Activities to Extend Content (optional)

Have students write in their journals about—

- A recent experience in which they communicated without words.
- How they feel when they say something and no one responds.
- Why parents should or should not respond to a crying infant.

Needed
Parents/Newborn
Research kit (measuring tape, book and ball)
Developmental charts (see p. 40)
Markers and masking tape
Notebooks for students' journals

Ongoing Concepts
Development
Parent's Role

THE FOURTH VISIT WITH THE PARENTS AND THEIR NEWBORN

Content Emphasis—Recording Change

Objectives

- Plan and implement the parents/newborn visit using the caring paradigm.
- Observe how newborn uses his senses and what he can do.
- Identify the ways the infant has changed since first visiting class.
- Observe what parents do for their newborn and note how parenting patterns have changed as a result of the newborn's development.
- Recognize how the parents' lives have changed as a consequence of how the infant has changed.

1. Plan (before visit)
Predict

Brainstorm

Decide

Introduce emphasized content

Students and teacher prepare questions to ask parents

2. Implement (during visit)
Observe newborn and parents

Record detailed observations (not inferences or judgments)

Ask questions (including, as opportunities arise, about emphasized content)

Offer ball and book

Take and record measurements

3. Reflect (after visit)
Record

Reflect (assess effectiveness of planning)

Activities to extend content (optional)

RECORDING CHANGE

Objectives

- Identify the ways the infant has changed since first visiting class.
- Observe what parents do for their newborn and note how parenting patterns have changed as a result of the newborn's development.
- Recognize how the parents' lives have changed as a consequence of how the infant has changed.

Background Information

- This session's focus is on the developmental process. Key concepts are—
  Development and change are continuous.
  The change has been from relatively simple behaviors to more complex ones.
  People's patterns of development vary.
- Parents' behavior must change as their children grow.
  By changing their behavior, parents help their children to continue growing.

Introduce Emphasized Content

Ask students—

- How they have changed since the school year began.
- How we can tell that the visiting infant has changed.
- Whether or not the infant's parents have had to change the way they care for their baby. If they have, in what way.
- Students may want to plan a gift for parents and/or infant such as a compilation of the students' writing, the developmental chart or a toy.

Questions and Events that Can Integrate Content into Visit

Using developmental chart, compare—

- What newborn did during first visit and what he can do now.
- What parents are doing for their infant now and what they were doing during the first visit.
- When infant does something, ask what infant would have done when he first came to visit.

Ask parents—

- How have your lives changed since becoming pregnant, having the baby and now.

Activities to Extend Content (optional)

Have students in their journals—

- List five ways they have developed in the last year.
- Draw a timeline of their lives, noting changes or events that occurred each year.
- Describe changes in the ways that their parents take responsibility for and relate to them as they have grown.

Part III
AIDS TO TEACHING

OVERVIEW

Each of the five sections of Part III is for teachers who want more information. In most cases, teachers will be able to present E for P without reading the aids to teaching. Those who use the material, however, will have a better understanding of the philosophy behind the program, the concepts being taught, and effective methods for implementing it.

The Aids to Teaching section includes—

A. Review of cognitive skills that are used when caring/parenting and practiced during the parent/infant visit.
B. Samples and illustrations of materials used:
   Suggested flyers to solicit parents to visit classrooms while pregnant and later with their newborn.
   Suggested letters to parents of students who will be studying E for P.
   Developmental charts.
   Illustrations of students' writing.
C. Special issues and opportunities that may arise.
D. Bibliography
E. Review of videos.

A. Cognitive Skills Used When Caring

People, implementing the caring/parenting process, use many identifiable skills such as the ability to plan, observe, predict, brainstorm, relate, communicate, design environments, etc. The list is very long. Many of these skills are cognitive.

Four cognitive skills, vital to the caring/parenting process, are an integral part of the E for P curriculum as they are the process by which the parent/infant visit is organized. These skills are predicting, brainstorming, planning and observing. As these skills are so important, both when parenting and in the implementation of the curriculum, more information about them is presented here including—

Definition of the skill.
Objectives when teaching.
Background information.
Examples of how the skill is integrated into the parent/infant visit.
Methods for teaching.

Other cognitive skills, important for students to master, can be used when caring/parenting and can be integrated into discussions about infants and their parents. Teachers, alert to the possibilities, can provide opportunities for students to use these skills by the kinds of questions they ask. To illustrate, on page 32, is a list of—

Cognitive skills.
Kinds of questions related to parenting that will facilitate each cognitive skill.

PREDICTING

Definition

Predicting is—
- Forecasting what will happen beforehand.
- Anticipating what people will be able to do when planning for them.

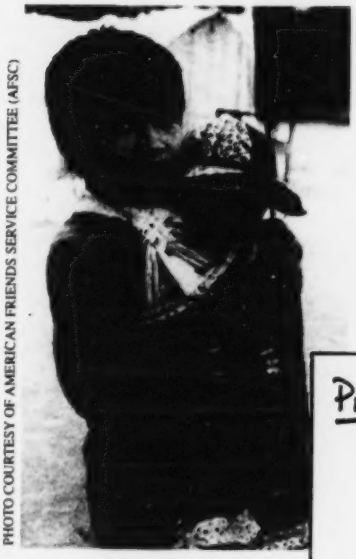


PHOTO COURTESY OF AMERICAN FRIENDS SERVICE COMMITTEE (AFSC)

"What do you think the baby will be able to do?"

Objectives

- To be able to realistically predict what an infant will be able to do.
- To make more realistic predictions as the school year progresses.

Background Information

Predicting about human development—
- Is similar to making estimates.
- Becomes more accurate as the predictor understands how humans develop and change.
- May be based on research findings which estimate what is average or "normal" development.
- Yields information which is better than none but not as accurate as detailed, objective observations.

Predictions are used in planning when observations are not readily available, e.g., planning for an event in the future.

A common characteristic of parents who abuse their children is that they make unrealistic predictions of what to expect of their children.

Predict

not talk
not walk
sit up
smile
eat
sleep
mother do everything
- feed
- put to bed

Predicting as Part of The Parent/Infant Visit

Students—
- Predict, before each visit, what the infant will be able to do.
- Use their predictions as information when planning for each visit.
- Reflect, after each visit, about the accuracy of their predictions.

Method

As the first step in planning, ask and record what students think—
- Infant will be able to do this month.
- Parents will have to do for infant.

Use predictions in planning for visit.

During the reflection period have students assess accuracy of predictions.

BRAINSTORMING

Definition

Brainstorming is the process of producing many ideas related to a central theme.

"What are all the ways we can organize our room for the visit?"

Brainstorm
straight back chair
rocking chair
sit on a blanket
baby in carrier
chairs in horseshoe
go to gym
Mrs. Henry on platform
Mrs. H. handle baby
Only healthy students get near baby

Objectives

To be able to brainstorm a wide range of ideas.
To apply brainstorming to many situations.

Background Information

Brainstorming—
- Frees up one's thoughts, allowing new and different ideas to come into consciousness.
- Encourages people to consider a situation from different perspectives.

During brainstorming all ideas are accepted regardless of how extreme the ideas are.

Brainstorming as Part of the Parent/Infant Visit

Used to think of multiple ways—
- Of organizing the parent/infant visit.
- Of handling a situation such as a baby who is crying or a toddler who wants to investigate an electrical outlet.
- Of how a person/baby may be feeling who looks a certain way.
- Of how a person/baby may be feeling in a specific situation.

Method

Set a topic.
(How to organize room for next visit,
How the infant may be feeling, given how he looks, or
How parent may be feeling in a given situation.)

Have group give ideas as rapidly as they can think of them.
(No comments or critical judgments are allowed.
Assessing the adequacy of the ideas is done after the brainstorming session.)

Record ideas as they are called out.

After brainstorming, assess the usefulness of the ideas for the situation.
(When planning, which ideas will make the visit most pleasant.
When observing a situation, which feelings best seem to fit the situation.)

PHOTO BY MARY HELGESEN GABEL

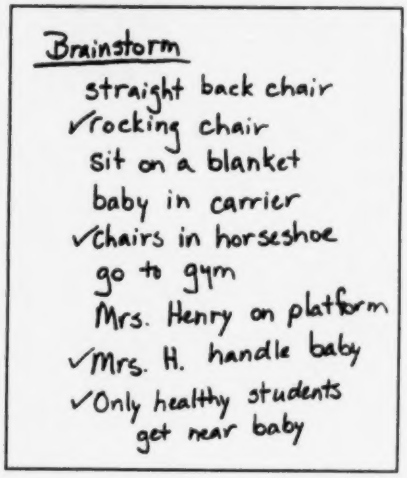
What different ways may this child be feeling? What different reasons may be causing him to feel as he does?

PLANNING

Definition

Planning is—
- Problem solving without necessarily having a problem.
- Considering a situation, brainstorming possible ways of dealing with it and deciding the most effective of those ways.

"Which of our ideas should we use?"



Objective

To be able to plan effectively and creatively when caring for another.

Background Information

Planning—
- Is done when anticipating any event, as with Mrs. Henry getting ready to visit the fifth grade class.
- Makes the event proceed more smoothly.
- Becomes the first step in caring when done with concern for the outcome:
  - How will the plans affect the people involved? The environment?
- As a means of caring, assumes a warm, friendly, concerned relationship:
  - With parents and their children, caring assumes an intense loving relationship.

To plan/care effectively, a person—
- Must know:
  - The situation.
    - (Where, when, what [equipment and supplies]).
  - The people.
    - (Who [characteristics such as developmental level and temperament]).
  - The goals.
- Must be able to:
  - Think creatively by brainstorming alternatives.
  - Assess effectiveness of alternatives by considering which ones are best:
    - Lead toward the goals;
    - Meet the needs of people;
    - Allow for their characteristics and accept their feelings.

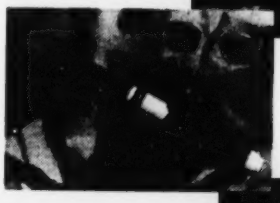
Planning as Part of the Parents/Infant Visit

Students—
- Plan while preparing for each visit.
- Observe parents planning.
- Hear parents describe times they have planned.
- Experience the positive outcomes from their planning and that done by the parents.

Method

Before visit have students plan for it by—
- Considering the situation.
- Predicting what they think the infant will be able to do.
- Brainstorming possibilities.
- Deciding which possibilities will make the visit the most pleasant for all.

OBSERVING



Definition

Observing is noting, watching closely, listening to what is occurring.

Objectives

To be able to make detailed and objective observations.
To record observations accurately.

Background Information

Observations are—
- Made by watching and listening to events happening around one.
- A method parents use to gather information about their children.
- Most useful when detailed and objective, not interpretive or judgmental.
  (When interpretations are made they should be so indicated.)

An observer should be able to describe—
- The setting (place, time, equipment and supplies).
- Who is involved (each person's expression, body state and sequence of behaviors).
- The sequence of events.

Observing as Part of the Parent/Infant Visit

Students—
- Make and record observations during each visit.
- Use their observations to document development and to predict future change.

Method

Teach by—
- Encouraging students to describe:
  - What they see.
    (The infant's face was red and all squished up. Her hands were in tight fists and flailing in the air.)
  - In detail.
    (Over time documents development—see pictures.)
    (When the parent's finger was placed in the newborn's palm, her whole hand grasped it.
    The five month old grabbed the marker with his whole fist.
    The child used the marker with her thumb and forefinger.)
- Requiring students, when making an interpretation, to present the evidence.
  (Student: "The infant was angry,"
  Teacher: "What behavior makes you think she is angry?" or
  "How else might the infant who looks this way be feeling?")

Organize observations considering—
- When they are to be made
  (all through visit and/or during designated time of maybe two to ten minutes).
- When and where they are to be recorded
  (in journals, on individual charts and/or on class chart [see pp. 39–41], during class time or following).
- Who is to record them
  (teacher or student on class chart).

OTHER COGNITIVE SKILLS USED IN CURRICULUM

What is the parent doing? (Descriptive reporting)

What might the child be learning? (Inductive reasoning)

What might the infant be feeling? (Interpretative thinking)

PHOTO BY VIRGINIA SCHONE

The E for P curriculum provides students with many opportunities to practice cognitive skills as they plan for and discuss the parent/infant visit. Teachers, alert to the possibilities, can frame questions in a way that encourages students to use a variety of skills. To facilitate teachers' awareness of these possibilities, the following includes a list of the different cognitive skills with corresponding questions drawn from E for P content.

Objectives

To identify kinds of questions that can evolve out of the curriculum content that will expand students'—
Thinking skills.
Understanding of human development.
Insights about the role of parents.

Cognitive Skill	Examples of Questions (Drawn from content of curriculum)
Anticipating	What do you think the baby will be able to do this month? What will the parent be doing for the child?
Brainstorming	What are all the different ways we can arrange the room for the visit? What are all the different ways the infant could be feeling? What are different ways parents could handle that situation?
Causal Reasoning	What might be the consequences if the parent did _____?
Deductive Reasoning	If children learn to speak by being spoken to, what happens to the infant to whom no one speaks?
Descriptive Reporting	Describe the situation. What is the infant doing? What happened?

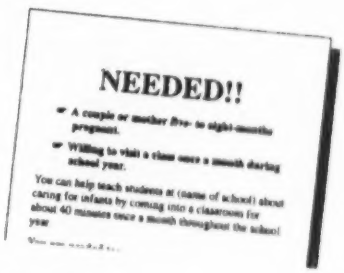
Cognitive Skill	Examples of Questions (Drawn from content of curriculum)
Empathizing	Given the situation and how the infant looks, how would you be feeling if you were the baby?
Evaluative Thinking	How successful were our plans? Was the baby safe and happy? Did the parent appear comfortable?
Imaginative Thinking	How do you wish _____ had responded?
Inductive Reasoning	Infants are observed looking at objects, manipulating them, smelling them, mouthing them. What conclusion could be made about how infants use objects?
Interpretative Thinking	Why is the infant doing _____? What may the infant be feeling? Should a parent spank a child?
Judging	Is an infant bad to cry?
Organizing information by—	
Categorizing	List all the things the infant has done with a ball.
Noting Differences	Compare what your parent does for you and what (name of visiting infant)'s parent does for her/him. How does the world look different to an infant who can sit up compared to one lying down?
Noting Similarities	List what your parents do for you that are the same as what (name of visiting infant)'s parent does for her/him.
Sequencing	Trace the development of an infant's use of her/his hands.
Solving Problems/ Planning	Why do infants usually turn over from their stomachs to their backs before going from their backs to their stomachs? How can we plan to make this parent comfortable and the infant safe in our classroom when the infant has just learned how to crawl?
Reflecting	How well did our plans work out? What would we do again? What would we do differently?
Relational Thinking	In what way was (name of child) like (name of another child)? What do parents do for themselves that they also must do for their infants?

B. SAMPLES AND ILLUSTRATIONS OF MATERIALS USED

This section has samples and illustrations of materials used when teaching E for P.

Included are—

1. Flyer to solicit parents to visit classrooms while pregnant and later with their newborn.
2. Letter to inform parents about the program.
3. Charts for recording development:
   - Observing a Pregnancy: Charting a Pregnancy
   - Observing Behavior: Charting Development
     - Record:
       - Descriptions:
         - Of infant's physical and social development, how baby uses objects, development of language, emotions and thinking.
         - How parent supports development.
       - Measurements of mother's and infant's growth.
       - Observations of experiments when the baby is given a ball and book.
4. Illustrations of students' writing.



NEEDED!!

- A couple or mother five- to eight-months pregnant.
- Willing to visit a class once a month during school year.

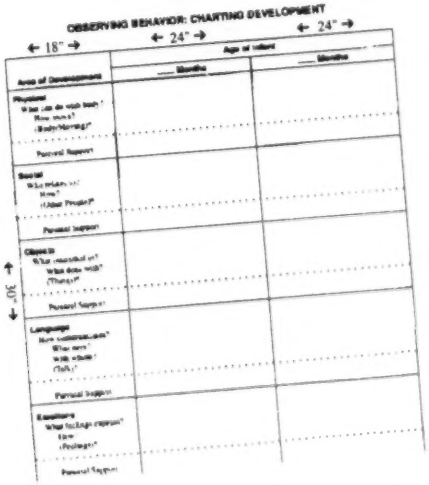
You can help teach students at (name of school) about caring for infants by coming into a classroom for about 40 minutes once a month throughout the school year.

I knew the baby was pregnant. I was crying from vist to visit. I was because she is so shy I would that because she would let me hold her with she did not let me do because she did not let me do

The hardest part about being a parent is having to start taking the baby into consideration when ever you want to do some thing like if you want to go out to dinner you have to think about where the baby will be.

I learned that it's just not feeding the baby, putting him or her to sleep. Your job is to work with him or her and teach it.

Some of the above must be adapted to the particular class where E for P is being taught—



OBSERVING BEHAVIOR: CHARTING DEVELOPMENT

← 18" → ← 24" → ← 24" →

Age of Infant

Area of Development | ___ Months | ___ Months

Physical
What can the baby do?
How does baby move?
Baby's learning?
Parental Support

Social
Who is baby with?
How?
What is baby doing?
Parental Support

Objects
What is baby interested in?
What does baby do with?
Parental Support

Language
How is baby communicating?
What sounds?
What is baby saying?
Parental Support

Emotions
What feelings is baby expressing?
How?
Parental Support

30"

Flyers:

- Include relevant information as to age of infant and ways the visit will be structured.

Letters:

- Adapt considering age of students, reasons for having the program, and interest and concerns of parents.

Charts (see pp. 39–41):

- For classroom, enlarge chart using roll paper at least 30 inches wide.
  - Width of paper becomes height of chart.
  - Width of chart measures 18 inches (for listing categories) + 24 inches for each month of anticipated visits.
- For individual use, copy sample for each student.

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SAMPLE FLYER TO SOLICIT PARENTS TO VISIT CLASSROOMS WHILE PREGNANT AND LATER WITH THEIR NEWBORN

PARENTS, ARE YOU:

Five to eight months pregnant (six to seven months ideal)?

Willing to come to school once a month?

Willing to talk about your child and your experiences of parenting?

Our school is starting a program to teach students about caring for others. The principal teaching method involves having parents with their child (or one parent if both are not available) come into the classroom once a month. Students will note what the infant can do, how the infant changes month to month and what the parent does to care for the child and to facilitate her/his development.

Parents who have participated in the program are enthusiastic about it. They have written comments such as: "I didn't know I knew so much about a newborn"; and "Listening to the students talk about my child's development helped me be more aware of how he was growing."

If you are interested in becoming involved, please complete the form at the bottom of the page and return it to your child's teacher (or to whomever it should go).

Yes, I am interested in visiting with a class once a month!

Name _____

Phone number _____

Address _____

Mother's due date _____

SAMPLE FLYER TO SOLICIT PARENTS TO VISIT CLASSROOMS WHILE PREGNANT AND LATER WITH THEIR NEWBORN

NEEDED!!

- **A couple or mother five- to eight-months pregnant.**
- **Willing to visit a class once a month during school year.**

You can help teach students at (name of school) about caring for infants by coming into a classroom for about 40 minutes once a month throughout the school year.

You are needed to:

- ✔ Talk about what it is like being pregnant and becoming a parent.
- ✔ Show how infants change, grow and develop.
- ✔ Help young people learn about the important job of caring for infants.

To become involved,

- ✔ **Please contact:**

_____

_____

(give name and phone number of contact person).

SAMPLE LETTER TO PARENTS OF STUDENTS WHO WILL BE STUDYING E for P

Dear Parent,

This year your child's class will be studying how infants grow and develop and how their parents facilitate that process. They will be using a curriculum entitled *Education for Parenting: Learning How to Care.*

Central to this program is the monthly classroom visit of parents with their infant. This year (give name of parents) will be visiting your child's class. They are expecting a baby in (give date).

These visits provide a laboratory for the students' study. Students will plan for the visits using a process similar to how parents plan for their children. Students will observe what the infant can do each month, thereby learning to identify patterns of growth and development. They will ask parents what they do for their infant, thereby beginning to understand the importance of the parental role in nurturing children. As you can see, this is not a sex education program.

Students gain many insights from studying this curriculum. They tend to become more reflective in their thinking, especially about themselves. Many begin to relate with greater understanding to younger children, including their siblings.

This project provides many opportunities for your children to use their academic skills. As is done in science class, students will be making objective observations. They will use their writing skills to record their observations, their insights and reflections from the visits and from their own similar experiences. They will be reading about families, parents, children and relatives. They will use math to answer questions such as what it costs to care for an infant or what is the pattern of an infant's growth.

You are invited at any time to come observe this class. We would enjoy sharing with you what we are learning. And you, I am sure, would have much to offer from your experiences as a parent.

Sincerely,

SAMPLE LETTER TO PARENTS OF STUDENTS WHO WILL BE STUDYING E for P

Dear Parent:

Your child's class plans to study how children grow and change and what parents do to help them. We will be observing babies and their parents. The students will be learning what a hard job it is to be a parent. This will help them to understand better what you do as parents. Studying about what babies can and cannot do may also help students to get along with younger children in their families.

Lessons center around the monthly visits first of a pregnant couple or woman and later of the couple with their baby. We will also be seeing movies about babies and will be writing and reading about how children learn and grow. This is not a course in sex education.

We invite parents to join us. We are sure that you will have had experiences to share that will add to our study.

Sincerely,

OBSERVING A PREGNANCY: CHARTING A PREGNANCY

Weeks Pregnant	Height	Weight	Circumference of Abdomen	Distance from Navel to Pubic Bone	Draw a Picture of the Developing Baby

(Put on long sheets of paper to use in class and/or make individual copies for students.)

PHOTO BY MARY HELGESEN GABEL

OBSERVING BEHAVIOR: CHARTING DEVELOPMENT

Area of Development	Age of Infant	
	____ Months	____ Months
Physical What can do with body? How move? (Body/Moving)*		
Parental Support		
Social Who relates to? How? (Other People)*		
Parental Support		
Objects What interested in? What does with? (Things)*		
Parental Support		
Language How communicates? What says? With whom? (Talk)*		
Parental Support		
Emotions What feelings express? How? (Feelings)*		
Parental Support		
Thinking How demonstrates thinking? (Thinking)*		
Parental Support		

Put on long sheets of paper to use in class and/or make individual copies for students (see p. 34).
*Simplified Language

OBSERVING BEHAVIOR: CHARTING DEVELOPMENT cont.

Experiments	Age of Infant			
	____ Months	____ Months	____ Months	____ Months
Show ball (Ball)* Infant's response				
Look at book (Book)* Infant's response				
Measurements (If infant does not object) Height				
Weight				
Head circumference				

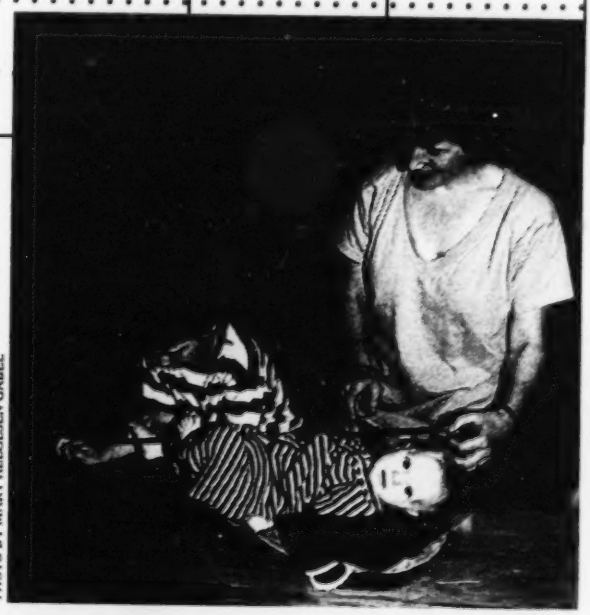

PHOTO BY MARY HELGESEN GABEL

(Put on long sheets of paper to use in class and/or make individual copies for students.)
*Simplified Language

SAMPLES OF STUDENTS' WRITING

In their journals, fourth-grade students reflected on their experiences in the E for P program.

My favorite part was—

"Getting to see how a baby reacts to things like covering up [what] they are playing with." (Lea)

"Asking questions about what it is like having a baby and what do you maybe stop doing because of your baby." (Lea)

"Listening to the language of Lucy." (Jamil)

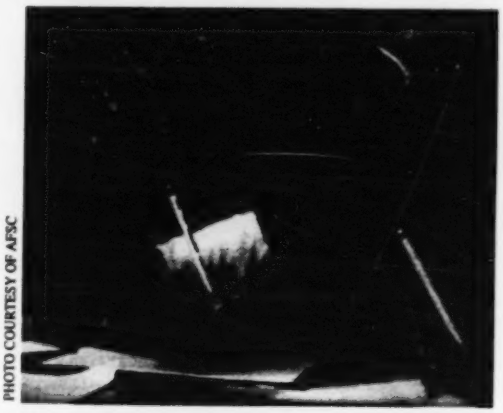

PHOTO COURTESY OF AFSC

I learned that—

"Taking care of a baby is expensive and tiring." (Rachael)

"It was hard being a parent to a newborn." (Jamil)

"Its just not feeding the baby, putting him to sleep. Your job to work with him or her and teach it." (Amanda)

PHOTO BY GREG COMER, COURTESY OF AFSC

I knew the baby was changing from visit to visit because—

"She mite talk more than she did. . . . In the beginning the way she crawled was getting on her hands and knees and rocking herself and now she can almost walk." (Lea)

"Well we put the same toys out with the baby each time and you could see how the baby reacted from time-to-time." (Rachael)

"By measuring it and weighing it." (Jamil)

"Well she isn't as shy. I know that because she would walk around and let me hold her which she didn't let me do before." (Amanda)

The hardest part about being a parent is—

"To get up in the middle of the night and changing the diapers and putting the stuff that could harm themselves with up." (Sy)

"Having to start taking the baby into consideration whenever you want to do something like if you want to go out to dinner you have to think about where the baby will be." (Rachael)

"Having to tell it over and over to do something." (Amanda)

Skills or behaviors that parents need in order to help their infants develop—

"Not yell or swear or drink beer or give the baby something harmful to the baby." (Sy)

"The need to be patient. . . . To understand what's its like to be a baby." (Amanda)

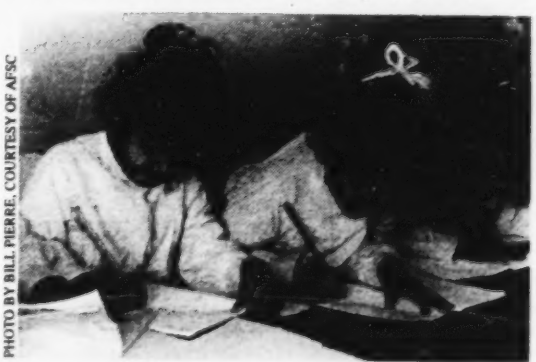

PHOTO BY BILL PIERRE, COURTESY OF AFSC

C. SPECIAL ISSUES AND OPPORTUNITIES THAT MAY ARISE WHEN TEACHING E FOR P

The caring paradigm can be applied to situations other than parenting. When teaching experientially, you will find many opportunities to integrate the paradigm, as demonstrated in the diagram below. Most opportunities are exciting. Sometimes they are difficult as in the unfortunate event when a baby is born handicapped or a death occurs. The lesson outlines on the following pages will help the teacher envision ways to integrate the caring paradigm.

As you read the different outlines, notice that—

The caring paradigm structures the process regardless of what is being cared for.

The kinds of information and skills needed to care change when whatever is being cared for is no longer a person; but information and skills are still very much required.

The Caring Paradigm Applied to Special Issues

To care, a person . . .

Is involved	Is concerned about trash	Is concerned about pet	Is concerned about another student
Plans— Describes situations	Kinds of trash Location	Kinds of pets Classroom space	Reasons for meeting with student Where to meet
Brainstorms	Ways of preventing trash accumulation Ways of removing and recycling	Ways of providing shelter and food Ways of playing with	Ways of reading to Having student read or follow
Decides based on: Goals	Unlittered area	Healthy happy pet	Child enjoy reading and/or learning to read
Other guides	Methods that seem most effective	Needs of pet Characteristics	Needs of child Learning style Developmental level
Implements			
Reflects	Is area clean?	Is pet healthy? Is class enjoying?	Is child enjoying reading?

THE UNWANTED OUTCOME

Objective

Help students and their families deal with the event that has occurred and their feelings about it.

Background Information

The unwanted outcome is the undesirable condition of the mother or baby. Either or both die or the infant is born with severe handicaps.

As with any painful, violent event, students must have opportunities to deal with it.

Planning can be most useful.

PHOTO BY MARY HELGESEN GABEL

Method

Teachers/staff **plan** by—

Describing situation:

Learning exactly what has happened.

Brainstorming ways of helping students and their parents deal with situation:

Discussion of what has occurred.

Role play.

(With young children doll corner play is very useful).

Opportunities to express feelings through art and music.

Have books or stories with relevant themes available.

Parents' needs for information and opportunities to express feelings and support.

Involve a mental health person if available.

Deciding which of the options would be most effective:

In meeting the ***goals*** of helping parents and their children deal with the event in a healthy coping way.

PHOTO BY TERRY FOSS, COURTESY OF AFSC

In meeting their ***needs*** to know and to be supported.

By recognizing the ***characteristics*** of the individual students and their families, particularly:

Students' developmental level with its limits for their understanding.

Their temperament patterns.

Cultural patterns that may be relevant.

By acknowledging their feelings.

Teachers/staff **implement** the plan.

Teachers/staff **reflect** on effectiveness and continue dealing with event as long as needed.

PARTNERING

PHOTO BY MARY HELGESEN GABEL

Objective

To give students another type of "caring" experience.

Background Information

Partnering is another kind of experience that provides students an opportunity to use the caring paradigm.

Partnering occurs when two or three people interact and one, called the lead partner, assumes responsibility for the relationship.

Partners, assuming responsibility for the relationship or contact, will be more effective if they plan for the contact using the caring paradigm.

Types of experiences where partnering can occur—
- Tutoring.
- Reading to younger children or the elderly.
- Playing.
- Visiting the elderly.
- Studying a common subject with a student in another grade.

PHOTO BY MARY HELGESEN GABEL

When setting up a partnering experience work with lead partner by giving necessary information about—
- Needs and characteristics of partner.
  - (If planning to read a book, lead partner should know age and interests of partner.
  - If tutoring, need to know about partner's learning style.)
- Situation.
  - When and where contact will take place.
  - Any specific conditions that will affect interaction.

Method

Plan by—
- ***Describing the situation.***
  - (A student needs tutoring in math or reading.
    - What is the skill to be worked on?
    - What are the strengths of the student?)
- ***Brainstorming*** ways the partner could work with the student.
  - (List ways to help child master the addition facts.)
- ***Deciding*** which of the options would be most effective:
  - In meeting the ***goals***.
  - In meeting the ***needs*** of the student.
  - In adapting to the ***characteristics*** of this particular student.
  - By recognizing how student's ***feelings*** will be affected by this contact.
- The lead partner makes plans.

PHOTO BY MARY HELGESEN GABEL

Implement the plan with the partner.

Reflect on the effectiveness of the plan and the warmth/friendliness/pleasantness of the contact.

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UTILIZING THE CULTURAL DIVERSITY IN OUR CLASSROOMS TO ENRICH THE PARENT/INFANT VISIT

Objective

To help students recognize—
- The commonalities and differences of cultures in ways infants and children around the world are nurtured.
- That there is more than one way of nurturing an infant well.
- And accept diversity.

PHOTO BY BONNIE DALZIEL. COURTESY OF AFSC

Background Information

There are children from many different backgrounds and cultures in our classrooms.

Similarities and differences of these cultures in how children are cared for, very naturally become part of the discussion during the visits of pregnant couples and parent(s) with their infant.

Helping students understand that infants are loved, though the methods of loving them differ, is an example of an opportunity to help students deal with diversity.

PHOTO COURTESY OF AFSC

Methods

Questions and comments must be carefully worded depending on the situation—

If a child has recently come from another country, direct questions might be asked.

What was the pattern in your country? or

Did women do anything special to stay healthy?

Another approach is to ask about what earlier generations did.

What did your (student's) mother do to stay healthy when pregnant?

How did she prepare for your birth?

How did grandmother? What were the customs in her country? or our country of origin.

Ask questions related to visits—

During visit of pregnant couple about different ways:
- Women keep themselves healthy.
- Prepare for birth.

During visits of the newborn:
- Feeding practices.
- Ways of responding to crying.
- Sleeping patterns.
- Clothing used.
- Equipment, bed, bathinette, changing table, etc.
- Ways of playing with newborn.

PHOTO BY WENDILEE HEATH O'BRIEN

THE PARENT/INFANT VISIT AS A MEANS OF SUPPORTING THE STUDENT FOR WHOM ENGLISH IS A SECOND LANGUAGE

Objective

Provide students learning English with opportunities to use language during experiences with which they are familiar.

Background information

People from all cultures have experienced some sort of family and family life.

Experiences related to families and family life are easy to recognize even if the student does not understand the language. For example, without knowing the language students recognize mothers, fathers, babies and young children. They know what food is and what to do with it.

A discussion around these topics is easier to follow than one during which there are fewer visual clues, supporting the unfamiliar language.

Thus the E for P curriculum provides effective content and method for teaching the student who is learning English.

Method

The curriculum, *Learning About Parenting; Learning How to Care,* has been adapted to be a means of teaching English as a second language. Adaptation is available from Harriet Heath, 223 Buck Lane, Haverford, PA 19041.

Family
Familia
家方矣

Father
Papa
お父さん

Mother
Mama
お母さん

Daughter
Hija
むすめ

PHOTO COURTESY OF AFSC

Son
Hijo
むすこ

Baby
Niño
あかちゃん

Brother
Hermano
兄弟

Sister
Hermana
姉妹

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CHOOSING/CARING FOR A CLASS PET

Objective

To practice how to care by—
Choosing a pet wisely.
Caring for it lovingly.

PHOTO BY JUDY FAIRBANKS, COURTESY OF AFSC

Background Information

Many classrooms have pets.
Classroom pets can be of all kinds and sizes.
The caring paradigm can be used in planning which pet to have and/or how to care for it.

Method

(Adapt caring paradigm as to whether to get a pet and/or in caring for one.)

Plan by—
Describing the situation, including availability of:
Reasons for having a pet.
Space for pet.
Time to care for pet during week.
Care of pet over weekends and holidays.
Financial resources.
Brainstorming:
Kinds of pets.
Ways of providing care.
Deciding based on:
(May need to do some research to know needs of each pet being considered.)
Goals:
Keep pet healthy.
Consider reason for having a pet.
(Animal to cuddle, to watch reproduce, to learn how to care for, other.)
Needs:
Of animals being considered.
(Food, shelter, rest, exercise and safety.)
Characteristics:
Size and, consequently, need for space, exercise, etc.
Frequency of needing to be fed, given water, etc.
Need for socializing with children or with other animals.
Choose which kind of pet to get.
Decide how to care for.

Implement by—
Obtaining animal.
Caring for.

Reflect by—
Assessing the experience of having a classroom pet.
Have reasons for having the pet been met.
Are the needs of the pet being met.

52

DEALING WITH TRASH

Objective

Learn how to cope with an environmental problem.

Background Information

Environmental issues are part of every school curriculum.

Students can learn how they can be actively involved by dealing with environmental issues in their classrooms using the caring paradigm as outlined below.

Kind of trash to consider—
- Classroom trash.
- Lunch room trash.
- School yard trash.
- Trash as a home project.

PHOTO BY MARY HELGESEN GABEL

Methods

Plan by—

Describing situation:
- Kinds of trash.
- Amount of each kind of trash.

Brainstorming different ways of:
- Dealing with trash.

Deciding which ways to implement based on:

Goals:
- To have a clean and neat environment.

Other Information:
- Relevant information that can serve as guides for choosing options.
- Realistic assessment of the need for the material that becomes trash.
- Effects on environment of different materials that might be used to remove trash.
- Effects on environment of different ways to dispose of trash.
- Effects of not using or decreasing the use of materials that produce trash.

Make a plan:
- Set up a program for implementing how trash will be dealt with.

Implement

Reflect by—

Assessing after a given period of time:
- If people are making less trash.
- The impact of the ways people are dealing with the trash on themselves and on the environment.

STAYING DRUG FREE

Objective

Encourage students to use the caring paradigm to care for themselves by keeping themselves healthy.

Background Information

Students today live in a society where they are exposed to all kinds of drugs. The caring paradigm can help them learn how to use drugs wisely.

Consider for your area—

- Kinds of drugs available and the way they are used.
- The ways drugs are distributed.
- The specific situations the students bring up.

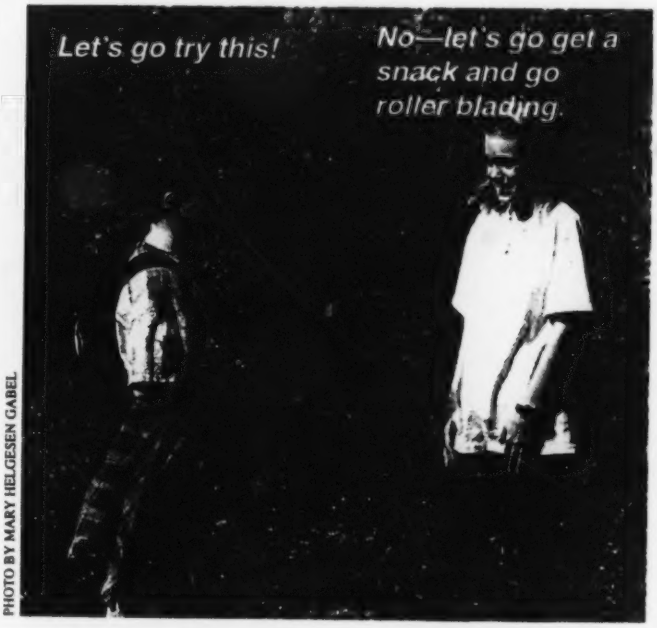

PHOTO BY MARY HELGESEN GABEL

Methods

Plan by—

- ***Describing*** situations where they might be offered drugs.
  - Include:
    - Who might offer.
    - What might be offered.
    - When.
    - Where.
    - How.
- ***Brainstorming:***
  - Ways of dealing with the offer.
- ***Deciding*** considering:
  - ***Goals:***
    - To stay drug free.
  - ***Needs:***
    - For social acceptance.
    - For information about the availability and effects of various kinds of drugs.
    - For coping skills to resist the ways drugs are being promoted.
  - ***Characteristics:***
    - Knowledge about self and ways some students are more vulnerable than others and more vulnerable in certain situations.
- Make plan.

Implement

Reflect by—

- Assessing amount of drug use among students.
- Encouraging students to:
  - Discuss relevant issues as they come up.
  - Assess usefulness of the skills they learned.

CONSIDERING THE PLIGHT OF THE NATIVE AMERICAN DURING THE FRONTIER DAYS

To be part of a study of American history.

Objective

To use the caring paradigm to help students understand:
- How native Americans may have viewed the coming of the "white man."
- History from more than one perspective.

How might the life of native Americans been like if the "white man" hadn't come?

PHOTO BY PAUL DIX, COURTESY OF AFSC

Background Information

Many subjects are taught from the perspective of the people producing the textbook.

The caring paradigm is a tool students can learn to use to become more capable in considering situations from other people's points-of-view by having students follow the outline.

This approach can be used when studying any kind of social conflict.

Methods

Plan by—

Describing the situation:

Have students take one group of Indians in a particular location and describe:
- Their way of life.
- How the "white man" disrupted this way of life.

Brainstorming:

Different ways the native Americans might have felt.

Different ways of dealing with the situation.

Deciding:

Goals:

Determine what the goals seem to have been for native Americans and the "white man."

Needs:

Determine for both groups their need for food, space, safety.

Characteristics:

Identify individual characteristics for each group especially related to their way of life.

Draw up a plan that would have been acceptable to both the "white man" and native Americans.

PHOTO BY PAUL DIX, COURTESY OF AFSC

Implement—

Students might implement plan by:
- Role playing.
- Writing a play or story.
- Drawing pictures of plan.

Reflect by discussing—

Advantages and problems of implementing plan.

How history might have been different.

D. Bibliography

On Child Development

The following books give basic background information to teachers who want to know more about early development.

Ames, L., & Ilg, F. (1983). *Your One Year Old: The Fun-Loving, Fussy 12 to 24 Month Old.* New York: Dell.

—(1985). *Your Three Year Old: Friend or Enemy.* New York: Delacorte.

—(1980). *Your Two Year Old: Terrible or Tender.* New York: Dell.

These books update the format of the Gesell Institute's research done years ago. The books give the reader a good verbal picture of the characteristics of a child of a given age.

Chess, S., & Thomas, A. (1987). *Know Your Child: An Authoritative Guide for Today's Parents.* New York: Basic Books.

Basic book about development, temperament patterns and the parenting role.

Greenspan, S., & Greenspan, N. (1985). *First Feelings: Milestones in the Emotional Development of Your Baby and Child.* New York: Viking Press.

This excellent book traces the emotional/cognitive development of the child, emphasizing the role of the parent in that development.

Nilsson, L. (1977). *A Child Is Born.* (revised edition.) New York: Dell Publishing Co.

Pictures and writing following development of the unborn child. A classic.

Pulaski, M. (1980). *Understanding Piaget: An Introduction to Children's Cognitive Development.* New York: Harper and Row.

Good review of theory with bibliography for further reading about Piaget's work.

Background and Additional Resources for Teaching Education for Parenting: Learning How to Care

(The following materials, except where otherwise noted, are available from Educating Children for Parenting, 2000 Hamilton St., Suite 206, Philadelphia, PA 19130.)

Barnard, M. (1989). *Books for Curriculum Integration.*

Annotated list of books for students and some for teachers. Topics include: death and loss; pregnancy and childbirth and also books with comprehension questions for elementary students' independent reading.

Giovanni, R., & Heath, H. (1990). *Learning about Parenting: Learning to Care.* Photocopied edition available from H. Heath, 223 Buck Lane, Haverford, PA 19041.

For the student with limited proficiency in English.

Heath, H., (1983). *Parents Planning.* Photocopied edition available from author, 223 Buck Lane, Haverford, PA 19041.

Manual for parents based on the caring paradigm.

Heath, H., & Education for Parenting Staff. (1989). *Additional Discussion Questions of the LAP Curriculum.*

Heath, H., Scattergood, S., & Meyers, S. (1983). *Learning About Parenting: Learning to Care.* (LAP)

Teacher's Handbook.
Includes theory and background of content of the LAP curriculum with suggestions of ways to implement program. Will be useful for those teaching LHTC.

Part I *Getting to Know*
(For students in kindergarten through third grades)

Unit 1 *Getting to Know: Newborns and Their Parents*
A pregnant couple (or woman) visits. They return with newborn.

Unit 2 *Getting to Know: Infants and Their Parents*
An infant and parent visit monthly.

Unit 3 *Getting to Know: Toddlers and Their Parents*
A toddler and parent visit monthly.

Unit 4 *Getting to Know: How to Care for Children Who Are Younger*
Students plan for younger children and carry out those plans.

Part II *Learning about:*
(More comprehensive than Part I
For students in fourth through eighth grades)

Unit 1 *Learning About: Newborns and Their Parents*
Pregnant couple/mother visits. They return with newborn.
Topics of additional sessions include the costs of living, having a baby and caring for one, plus the capacities of newborns, their developmental patterns, their needs, appropriate toys and the role of parents.

Unit 2 *Learning About: Infants and Their Parents*
Infant and parent visit monthly throughout year.
Topics of additional sessions include needs of parents and infants, temperament patterns, feelings, how infants learn and the role of parents.

Unit 3 *Learning About: Toddlers and Their Parents*
Toddler and parent visit four or five times.
Topics of additional sessions include toddlers talking, assertiveness and how they compare to one-year-olds.

Unit 4 *Learning About: Caring for Infants*
Students plan for and interact with infants using their knowledge of human development and how to facilitate growth.

Part III *Exploring Human Development:*
(Exploring human development: Infants/young children and their parents changing. Curriculum for high school students.)
Available from H. Heath, 223 Buck Lane, Haverford, PA 19041.

(*Learning How to Care: Education for Parenting* adapts the LAP curriculum to be more precise and user friendly.)

E. Review of Videos

In the Beginning

(Davidson Films, Inc., 213 E. Street, Davis, CA, 95616, (916) 753-9604)

Description—

Illustrates early development by showing different aged infants busily engaged in their worlds.
Focuses on sensory-motor abilities, cognitive skills and attachment behaviors.
Portrays how world must look and feel to a newborn.
Demonstrates that the capacities of newborns make it possible for them to form attachments with caregivers, to "make sense" out of and to feel competent in dealing with the world around them.
Illustrates how infants learn by doing, manipulating objects and relating to people.
Demonstrates importance of parental role by showing how parents interact with their youngsters and provide them with opportunities to explore and with objects to manipulate.
(At the end there is a short segment on two-year-olds. This is so brief it distracts. Stop with the child walking away from the camera scene.)

Relevance —

In the Beginning is an excellent portrayal of the theory used in the E for P (see *Learning About Parenting, Teacher's Handbook*, p. 81).

Presented in E for P —

Unit 1: *The Second Visit with the Parents and Their Newborn* (see p. 22).
Unit 2: *The Second Visit with the Parents and Their Infant* (see p. 16).

Nurturing

(Davidson Films, Inc., 213 E. Street, Davis, CA 95616, (916) 753-9604)

Description —

Shows infants of different ages interacting with their parents.
Illustrates that human development occurs as people interact with each other and with the things around them.
Shows components of the parental role to be:
Consultants to their children;
Partners in loving relationships; and
Designers of their environments.
Demonstrates how parents can guide behavior without stifling children's curiosity or willingness to experiment.

Relevance —

Nurturing is an excellent portrayal of the theory used in LHTC (see *Teachers' Handbook*, p. 81).

Presented in E for P —

Unit 2: *The Third Visit with the Parents and Their Infant* (see p. 18).

On Their Own with Our Help

(Bradley Wright Films, 1 Oak Hill Drive, San Anselmo, CA 94960, (415) 457-6260)

Description —

Caregiver working in a day care setting:
Believes that children should be actively involved with what is happening to them.
Demonstrates the belief that children should be allowed to explore and problem solve.
Illustrates how an adult can facilitate infants' exploration and play.

Relevance —

On Their Own with Our Help demonstrates an expansion of the theory used in E for P by illustrating very specifically how an adult can create experiences for infants that facilitate growth.

Presented in E for P —

Unit 2: *The Sixth Visit with the Parents and Their Infant* (see p. 24).

Needed

Pregnant couple or mother
Research kit (measuring tape, ball and book)
Developmental chart (see p. 39)
Markers and masking tape
Notebooks for students' journals

Ongoing Concepts

Changes in expectant mother's body
Development of fetus
Recognition of what parents feel and do

DETAILED LESSON FORMAT FOR VISIT WITH PREGNANT COUPLE

Content Emphasis—

Objectives

- Plan and implement visit using the caring paradigm.
- Follow changes that are occurring in expectant mother's body.
- Follow fetal development including identifying what fetus can sense and do.

1. Plan (before visit)

Predict—
- How mother will move and feel when _____ months pregnant.

Brainstorm—
- Think of as many ways as possible to conduct visit.

Decide—
- Which of these ways will make parents comfortable.
- Make visit enjoyable for students.
- How measurements are to be taken.
  (Mother may want to take her own.)

Introduce emphasized content.

Students and teacher prepare questions to ask parents about—
- Fetal development.
- What the fetus can sense and do.
- The parents' lives.

2. Implement (during visit)

Ask questions—
- How it feels to be pregnant.
- How it feels to have your wife pregnant.
- How you feel about the baby.
- Fetal development, including what fetus can sense and do.
- About emphasized content, as opportunities arise.

Take and record measurements.
(Mother may want to take her own.)

3. Reflect (after visit)

Record additional information.

Record data on developmental chart.

Reflect—
- Were predictions accurate and realistic.
- Was the planning effective.
- What plans should be followed during next visit, what changed.

Activities to extend content (optional).

Needed

Pregnant couple or mother
Research kit (measuring tape, ball and book)
Developmental chart (see p. 39)
Markers and masking tape
Notebooks for students' journals

Ongoing Concepts

Changes in expectant mother's body
Development of fetus
Recognition of what parents feel and do

OUTLINED LESSON FORMAT FOR VISIT WITH PREGNANT COUPLE

Content Emphasis—

Objectives

- Plan and implement visit using the caring paradigm.
- Follow changes that are occurring in expectant mother's body.
- Follow fetal development including identifying what fetus can sense and do.

1. Plan (before visit)

Predict

Brainstorm

Decide

Introduce emphasized content

Students and teacher prepare questions to ask parents

2. Implement (during visit)

Ask questions
(including, as opportunities arise, ones about emphasized content)

Take and record measurements

3. Reflect (after visit)

Record

Reflect (assess effectiveness of planning)

Activities to extend content (optional)

Needed
Parents/Newborn
Developmental charts (see p. 40)
Markers and masking tape
Notebooks for students' journals
Research kit (measuring tape, book and ball)

Ongoing Concepts
Development
Parent's Role

DETAILED LESSON FORMAT FOR VISIT WITH THE PARENTS AND THEIR NEWBORN

Content Emphasis—

Objectives

- Plan and implement visit using the caring paradigm.
- Make detailed and objective observations.

1. Plan (before visit)

Predict—
- What the newborn will be able to do.
- What the parent will need to do for the newborn.

Brainstorm—
- Think of as many ways as possible to conduct visit.

Decide—
- Which of these ways will make the visit interesting, safe and enjoyable for:
  Baby.
  Parent.
  Students.
- Choose who is to be responsible for ball, book and measurements.

Introduce emphasized content.

Students and teacher prepare questions to ask parents about—
- Newborn's development.
- What newborn can do.
- Life of the parent.
- Emphasized content.

2. Implement (during visit)

Observe child and parent. May need to ask—
- What the newborn is doing.
  What may newborn be learning.
- What the parent is doing.
  How the parent may be helping the newborn.
  How what parent is doing may make newborn feel.
- What is the parent's day like.

Record detailed observations (not inferences or judgments)—
(Remember to chart a kind of behavior in same area: Doing so makes tracing developmental changes easier.)

Ask questions—
Be aware of teachable moments. Use as seems warranted.
Include, as opportunities arise, ones about emphasized content.

(over)

2. Implement (continued)

Offer ball and book—
Record what toddler does.

Take and record measurements.

3. Reflect (after visit)

Record additional information.

Record observations on developmental chart.

Reflect—

- What plans should be followed during the next visit, what changed.
- How accurate and realistic were the predictions.
- How effective was the planning.

Activities to extend content (optional).

Needed
Parents/Newborn
Research kit (measuring tape, book and ball)
Developmental charts (see p. 40)
Markers and masking tape
Notebooks for students' journals

Ongoing Concepts
Development
Parent's Role

OUTLINED LESSON FORMAT FOR VISIT WITH THE PARENTS AND THEIR NEWBORN

Content Emphasis—

Objectives

- Plan and implement visit using the caring paradigm.
- Make detailed and objective observations.

1. Plan (before visit)

Predict

Brainstorm

Decide

Introduce emphasized content

Students and teacher prepare questions to ask parents

2. Implement (during visit)

Observe child and parent
(record detailed observations [not inferences or judgments])

Ask questions
(including as opportunities arise, ones about emphasized concept)

Offer ball and book

Take and record measurements

3. Reflect (after visit)

Record

Reflect (assess effectiveness of planning)

Activities to extend content (optional)

What was particularly interesting about the parent and/or newborn